

**DeSales University**  
**Instructional Technology Specialist Certificate Program – 60 Hour Internship Report 3**

**2011-2012 School Year: September 25-October 29, 2011**

Since I am revamping the entire curriculum for each computer class I am now teaching, I continued to create new projects and activities for my classes. After conducting a “photo shoot” of the buildings and grounds, my Multimedia students created two projects with their pictures. Using the Microsoft Digital Image Suite, a program with features similar to Photo Shop, my students first created a photo collage with a variety of altered images. Then they used these same images to create a B-A Movie Trailer using Animoto. Students also created “Bucket List” digital posters using Glogster. Wiki pages were created for all activities – documents that included an embedded version of each project as well as a title created by an image generator such as Cool Text. Additionally students began to work in small groups to complete a benchmark assessment, an instructional paper slide video. The Computer 5 students were introduced to Glogster and then created a favorite vacation destination poster. Throughout this particular project, students learned not only how to use a Web 2.0 tool, but they learned how to download royalty-free images from the Internet, how to upload these images to their glogs and how to properly cite these photos on their project. After the digital poster activity was complete, I then taught students how to use an online generator to create an “I Am” poem. Not only did they learn how to complete a template, but the students learned how to copy and paste information from a web page to a Microsoft Word document. The next project involved the use of another Web 2.0 tool – Wordle. Students created an “All About Me” word cloud utilizing this application. Finished products were then embedded on a wiki page.

Since I work in various computer labs throughout the day, I continued to ensure that all printers were fully functional. This action included conducting routine maintenance and troubleshooting basic problems.

In terms of professional development, I prepared and facilitated another technology integration session focusing on the use of Photo Story and Big Huge Labs. Sixteen middle and high school teachers voluntarily attended this training during an in-service program.

Besides the actual professional development session, I met with a number of teachers to plan lessons and activities that incorporate technology. A few of the tools and/or applications that I assisted teachers with include Animoto, Glogster, Gimp, Movie Maker, Voki, Microsoft Digital Image Suite, Big Huge Labs, Photo Story, Discovery Education and Illuminate. I also spent a week in the lab co-teaching a science project dealing with the Periodic Table of Elements. Moreover, I helped teachers with saving student work to network folders, videotaping with Flip video cameras, and updating the Polyvision interactive whiteboard driver. In addition to the “Tech Tip of the Week”, I also shared a variety of resources with teachers – SAT vocabulary sites, Think Aloud and technology integration books, and several ESL web sites to help teachers connect and communicate with four new students that enrolled in our district from the Ukraine. I also provided information to teachers regarding an instructional video contest and then worked with a group of middle school teachers to produce a video we submitted. Lastly, I assisted two teachers with creating Share Point web pages so they could begin posting class notes, presentations, assignments and homework on the Internet for student and parent access.

The Technology Club continued to collaborate with the Helping Hands Club to promote the Flight 93 Memorial project. In addition, the students took pictures and videotaped an assembly program at the elementary school and then used this media to create a video for the Altoona Symphony Orchestra. We also began planning for another multimedia project to highlight the “Stocking for Soldiers” activity scheduled in the elementary school. However, the majority of our time was spent on revamping the entire morning announcements broadcast. Not only did we work on creating a slide show/presentation that would be used as the backdrop for the daily news program, but the students learned how to use all of the equipment associated with

producing the show – TVs, cameras, lighting, microphones/sound system, projector and computer. We also decided to conduct a contest for middle school students in order to give the morning announcements an official name. (The winning entry was “The Bellwood Buzz”.)

Work on actual content for “The Crowd” site began. A number of students and I attended football games and junior high girls’ basketball games to shoot pictures and video – both of which were used to create movie trailers about the district’s athletic programs. (This media was also featured on the morning announcements broadcast as well.) I proofread student articles and communicated regularly with the web site developers to evaluate the progress of the project.

I worked with the technology department on several occasions to troubleshoot issues with the Internet filter. I learned more about the process of “white listing” a site in order to allow access to teachers and students. I also learned how to set up a wireless access point in the elementary large group instruction room.

I attended a monthly instructional coaching meeting hosted by my PIIC mentor. Not only did I learn a few new strategies I could employ when working with teachers and students, but I had the opportunity to network with other coaches to discuss new tools, projects and ideas related to technology integration as well.

After assisting with weekly updates on the WSUS server, I checked the machines in the computer labs to ensure the updates were installed correctly.

I continued to meet and communicate on a regular basis with the following individuals: the middle and high school principals, the technology coordinator/my DeSales University mentor and my DeSales University supervisor to discuss and/or evaluate the progress of my instructional coaching action plan as well as my internship. My mentor also helped me plan a future project for my Multimedia class involving a combination of Web 2.0 tools and Movie Maker.

*See Instructional Technology Coaching Updates for time earned on tasks explained in this report.*

TANIE L. FORSHEY  
Student's Printed Name

Tanie L. Forshey  
Signature

10/31/11  
Date

BELLWOOD-ANTIS SCHOOL DIST  
School in which internship will take place

BELLWOOD-ANTIS SCHOOL DIST.  
School District

MICHAEL W. LINGENFELTER  
School District Internship Supervisor

M. W. Lingenfelter  
Signature

10-31-11  
Date

TECHNOLOGY COORDINATOR  
Title of School District Internship Supervisor

Brenda Calhoun  
DeSales University Internship Supervisor

Brenda Calhoun  
Signature

10-31-11  
Date